

# World Language Reporting Standards

Based on the Maine Learning Results; ACTFL Standards for Foreign Language Learning in the 21st Century, ACTFL Proficiency Guidelines and Standards for Classical Language Learning. A \* indicates that the reporting standard or indicator may not be applicable to Classical Languages, depending on the instructional approach. NOTE: the term "text" as used in this document refers to written, auditory as well as visual forms of communication. Schools may elect to report student proficiency using these reporting standards or may elect to report proficiency aligned to the Maine Learning Results standards for this content area or may develop reporting standards comprehensive of and aligned to the content area standards.

REPORTING STANDARDS	PERFORMANCE INDICATORS	LEVELS OF PROFICIENCY
<b>INTERPERSONAL COMMUNICATION*:</b> Engage in conversations and informal written correspondence on a variety of topics. (MLR A1)	<ul style="list-style-type: none"> <li>A. Ask and respond to questions about familiar topics based on their own lives and interests.</li> <li>B. Express and elicit feelings and emotions in the target language.</li> <li>C. Comprehend and produce vocabulary in appropriate contexts when engaged in conversations or correspondence.</li> <li>D. Provide and exchange detailed information on familiar topics in formal and informal social situations.</li> </ul>	<p><b>NOVICE</b> – Students meet the indicators when speaking/writing in short messages using highly predictable, everyday contexts that are familiar to them. Students recall high frequency words and highly practiced phrases and formulaic questions to respond.</p> <p><b>INTERMEDIATE</b> – Students meet the indicators when they apply language in familiar contexts within strings of sentences and occasional short paragraphs. Students begin to create with the language, using high frequency and personalized vocabulary. Previously learned material is applied in novel situations centered on topics of self, others, and everyday life.</p> <p><b>ADVANCED</b> – Students meet the indicators when speaking/writing through consistent exchange of dialogue within a range of contexts, focusing on familiar and concrete topics. Comprehension and application of a broad range of vocabulary related to school, employment, and topics of interest, and generic vocabulary related to public and community interest are present. Students demonstrate control of language structure by generating oral, signed, and written paragraphs consistent with content.</p>
<b>INTERPRETIVE COMMUNICATION:</b> Understand and interpret written and spoken language on a variety of topics. (MLR A2)	<ul style="list-style-type: none"> <li>A. Identify main ideas, topics and specific information in a variety of authentic auditory, written, or signed materials.</li> <li>B. Apply comprehension strategies to interpret text.</li> <li>C. Classical languages only - Provide literal translations of Latin and ancient Greek texts.</li> </ul>	<p><b>NOVICE</b> – Students meet the indicators using highly predictable authentic texts. Students apply limited comprehension strategies such as: skim and scan, visual support, prediction, and context clues.</p> <p><b>INTERMEDIATE</b> – Students meet the indicators using simple authentic texts in familiar contexts. Students apply a variety of comprehension strategies such as those within the novice category and analysis of grammatical structures to interpret meaning.</p> <p><b>ADVANCED</b> – Students meet the indicators using authentic narrative and descriptive texts with predictable structure. Students apply comprehension strategies in directed and intentional ways such as those of an intermediate learner, and linguistic knowledge, organizing principles of text, creating inferences, and differentiating main ideas and details.</p>



## REPORTING STANDARDS

## PERFORMANCE INDICATORS

## LEVELS OF PROFICIENCY

### PRESENTATIONAL COMMUNICATION:

Present information, concepts and ideas, orally and in writing, to an audience of listeners or readers on a variety of topics. (MLR A3)

- A. Read authentic passages aloud with appropriate pronunciation, phrasing and intonation.
- B. Narrate stories about experiences or events familiar to them orally or in sign language.\*
- C. Write narrative and expository/informational compositions in the target language.
- D. Deliver oral/signed presentations related to the culture in which the target language is spoken.

**NOVICE** – Students meet indicators using present tense, basic functional vocabulary, simple sentence structure, and short phrases. Pronunciation, phrasing, and intonation is understood with some difficulty by a sympathetic native speaker accustomed to language learners.

**INTERMEDIATE** – Students meet indicators using primarily present tense and occasionally other major time frames (past and future), learned vocabulary, basic grammatical structures, and paragraph-length discourse with mostly consistent execution. Pronunciation, phrasing and intonation can be understood by a native speaker accustomed to language learners.

**ADVANCED** – Students meet indicators using all major time frames, extensive application of generic vocabulary, a range of grammatical structures and paragraph-length discourse with control and consistency. Pronunciation, phrasing and intonation can be easily understood by a native speaker accustomed to language learners.

*Learners of classical languages may accomplish indicators C. and D. in English.*

### COMPARISON of Practices, Products and Perspectives:

Compare the nature of language and the culture(s) of the target language with one's own. (MLR A4, B1-3, C2)

- A. Compare the target language with English to better understand language systems.
- B. Describe practices and perspectives of a culture(s) in which the target language is spoken.
- C. Identify and explain how perspectives of a culture(s) are related to cultural practices of a culture(s) in which the target language is spoken.
- D. Explain how products such as political structures, historical artifacts, literature, and/or visual and performing arts reflect the perspectives of a culture(s) in which the target language is spoken.
- E. Explain how products, practices, and perspectives of a culture in which the target language is spoken contribute to the culture in which the student lives.

**NOVICE** – Students meet indicators when comparing basic grammatical structures, syntax, idiomatic expressions, and pronunciation systems. Presentations, writing, and discourse may occur in English with consistent practice in target language.

**INTERMEDIATE** – Students meet indicators when comparing a variety of grammatical structures, syntax, and idiomatic expressions. Presentations, writing, and discourse often occur in the target language and may be supplemented with demonstrations in English.

**ADVANCED** – Students meet indicators when comparing a variety of grammatical structures, syntax, idiomatic expressions, and proverbs. They identify examples of vocabulary that convey different meanings in different contexts. Presentations, writing, and discourse consistently occur in the target language.

*Learners of classical languages may accomplish indicators B. – E. in English.*

REPORTING STANDARDS	PERFORMANCE INDICATORS	LEVELS OF PROFICIENCY
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**COMMUNITIES:**  
Encounter and use the target language both in and beyond the classroom for personal enjoyment and life-long learning. (MLR C1, D1)

- A. Identify connections between target language and another content area using either English or the target language.
- B. Use their knowledge of the target language to identify and make connections with specialized vocabulary used in various fields of study.
- C. Explain the importance of culture and language acquisition in a 21st century global economy.
- D. Use language within and beyond the school setting.

**NOVICE** – Students present and exchange information about their language experience to others in the school and in the community. Students recognize the influence of the target language on the content specific language associated with various professional fields.

**INTERMEDIATE** – Students combine the tools of technology with their language skills to communicate with other students in a global community. Students interact with professionals who are involved in a variety of careers to understand how they have used their study of the targeted language.

**ADVANCED** – Students use their knowledge of the target language in communicating within the student and adult community of language learners. Students use their knowledge of the targeted language when learning about other languages.

*Learners of classical languages may accomplish indicators C. and D. in English.*

National Standards	Maine Learning Results	Sample PBL Simplified Standards
Communication	Communication	Interpersonal Communication
Cultures	Cultures	Interpretive Communication
Connections	Connections	Presentational Communication
Comparisons	Communities	Comparisons
Communities		Communities

LEVELS OF PROFICIENCY: NOVICE, INTERMEDIATE, ADVANCED

The levels of proficiency indicated for each of the standards are based on the ACTFL Proficiency Guidelines (2012) and the ACTFL Performance Descriptors for Language Learners (2012).

Based on recommendations from ACTFL (2012, Performance Descriptors for Language Learners) and the Foreign Language Association of Maine (FLAME), school districts employing standards should expect all students to achieve an intermediate-mid level of proficiency in world languages that are identified in groups 1 and 2 of the ACTFL Proficiency Scale by high school graduation. Sequences of study leading to this expected level of proficiency are indicated in the chart below. In school districts where languages identified in groups 3 and 4 of the ACTFL Proficiency Scale are taught, students might be expected to meet a novice high or intermediate low level of proficiency within a similar time frame. Determination of meeting proficiency should align to the ACTFL Proficiency Guidelines which delineate between low, mid, and high levels of performance within each category of proficiency from Novice through Distinguished.

